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ABSTRACT

This document describes Ohio's career education model in six sections. Section 1 explains the educational philosophy on which the model is based. Section 2 lists the seven developmental areas (self, individual and environment, economics, world of work, education and training, employability and work adjustment skills, and decision making) the model covers and the general goal statements for each. Section 3 lists the four grade-level components (motivation for grades K-6, orientation for grades 7 and 8, exploration for grades 9 and 10, and preparation for grades 11 and 12) and learner objectives for each. Section 4 describes the seven core functions that must be provided in every Ohio career education program (career assessment, career information, staff development, community involvement, curriculum, career-related instructional materials, and coordination of staff and activities). Section 5 describes the five special concerns that career education programs must address: combating sex-role stereotyping and sex bias; equitably addressing the career education needs of disadvantaged, minorities, women, persons who speak limited English, handicapped persons, and talented and gifted students; developing effective linkages with guidance counselors; initiating cooperative programs with job placement personnel; and providing awareness of major societal trends. Section 6 describes the career education delivery system in terms of student outcomes and the roles of teachers, counselors, and administrators. (CML)

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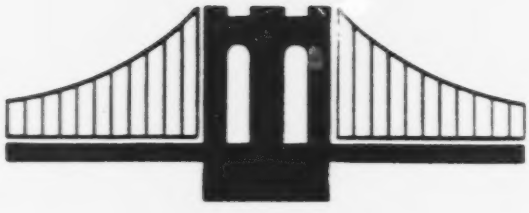

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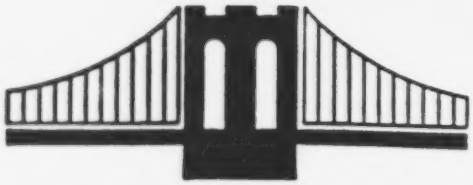
Ohio's Career Education Model



Philosophy

Career education in Ohio is based on the belief that opportunities should be made available to all students from the early years in their family life, through their education and training, into the world of work, and on to retirement. This educational program helps students relate classroom learning to skills needed for employment and provides students with career-related skills to survive in the world of work. As a lifelong process, career development requires attention, assistance and affirmation throughout one's life stages.

Career education is viewed as a "lifelong learning" process. The concept spans the time from early childhood education experiences through adult continuing education opportunities. That continuum includes the following programs:

***Early childhood education programs to provide the necessary developmental experiences that will insure positive school experiences for children.**

***Career education programs that begin in kindergarten and continue through high school.**

***An extensive network of vocational schools, two- and four-year colleges and universities, and proprietary institutions that exist in Ohio to serve the population's career preparation needs.**

***A variety of public and private institutions to provide continuing education opportunities for adults.**

The following pages will describe the program model in the following terms:

**Four Components*

**Seven Developmental Areas*

**Seven Core Functions*

**Special Concerns*

**Delivery System*

Seven Developmental Areas

In its scope, career education covers seven developmental areas, with general goal statements at each level:

Self	Developing a positive self concept and an awareness of individual interests, aptitudes and abilities, feelings, attitudes, and values.
Individual & Environment	Understanding the individual's role with regard to physical and social environments.
Economics	Becoming aware of the individual's role as a consumer, a producer, and a citizen and understanding our economic system.
World of Work	Understanding the scope and nature of work and occupations.
Education & Training	Recognizing that learning is a lifelong process and that there is a direct relationship between education and fulfillment of career goals.
Employability & Work Adjustment Skills	Understanding and acquiring the behaviors and attitudes necessary for obtaining and successfully maintaining employment.
Decision Making	Developing the skills necessary for rational decision making.

Four Components

Ohio's career education programs are structured around four grade-level components:

Motivation (grades K - 6)

Orientation (grades 7 & 8)

Exploration (grades 9 & 10)

Preparation (grades 11 & 12)

These four components address the following learner objectives with differing degrees of sophistication to help students:

*become aware of and develop positive attitudes about themselves and their relationships with others,
*appreciate all levels and types of work in our society,
*develop an awareness that work is a way of life and a necessary element in the free enterprise system,
*understand their importance as individuals in our technological society and be motivated to participate as productive members of society,
*foster appropriate work habits and attitudes,
*evaluate their interests, aptitudes, and abilities,
*understand the relationship between formal education and occupational requirements,
*become aware of the scope and nature of the world of work,
*at the junior high level, tentatively plan a sequence of courses for grades 9-12 consistent with career interests and aptitudes,
*develop necessary decision-making skills,
*explore a variety of occupational areas,
*during the first two years of high school, make better selections of courses of study for their junior and senior years in high school,
*participate in planned activites for continued career exploration and career decision-making,
*develop appropriate career attitudes and employability and work adjustment skills, and
*at the senior high level, understand the value of and the applications of guidance and up-to-date information in preparation for the transition from high school to post-secondary education, training, and/or employment.

Seven Core Functions

A strength of Ohio's network of career education programs has been the flexibility to design and implement services that address local needs and take advantage of local resources. Within that context, however, seven critically important services – or core functions -- have been identified and must be addressed by all career education programs in Ohio. A VEPD may wish to provide additional core functions; however, the seven identified below must be offered. The ultimate goal of these core functions is attainment of student outcomes. Operational proposals must demonstrate clearly that these core functions will be implemented and that they are related to the attainment of student outcomes.

Each career education program must insure that in the area of

Career Assessment

a. Assessment services related to career interests and career aptitudes will be provided for students.
b. In addition, services related to correlation and interpretation of career assessment instruments will be provided for students.

Career Information

a. Comprehensive, up-to-date career information systems will be made available to students to assist them with career exploration and career decision making.
b. Provisions will be made to aid students in career information systems to further their education, training, and occupational opportunities.

Staff Development

a. Classroom teachers, guidance counselors, other support personnel, and administrators will be provided with inservice training and other staff development opportunities.
b. Inservice training and other staff development opportunities will address staff awareness, motivation, knowledge, skills, and attitudes necessary for effective integration of career education concepts.
c. Inservice training and other staff development activities will be based upon needs assessment data.
d. The focus of inservice training and other staff development activities will relate to student outcomes and/or other core functions.
e. The local community -- including parents -- will be involved in this core function area when appropriate.

Community Involvement

a. Parents, other community members, and community resources will be actively involved in both school-based and community-based career education activities. Examples of such involvement include resource speakers, field trips, hands-on career explorations and mentorships.
b. The community is involved in an advisory capacity to the program.
c. The community is kept informed of program activities and services.

Curriculum	a. Strategies are implemented that will facilitate the integration of career education concepts within participating districts' curricula. b. Teachers and other district personnel have access to exemplary curriculum materials (that demonstrate the integration of career education concepts into the curricula) and relevant information (e.g., labor market trends) to aid them in implementing career education activities.
Career-Related Instructional Materials	a. School personnel and students will have the availability of a varied, up-to-date range of career-related instructional materials. b. These instructional materials will be properly cataloged, stored, disseminated, and retrieved to insure they are accessible and effectively utilized. c. School district personnel will have opportunities to provide input with regard to purchase of new instructional materials.
Coordination of Staff and Activities	a. The career education program will have clearly identified leadership. b. Program staff will coordinate effectively program-initiated activities, particularly implementation of core functions. c. Program staff will have job descriptions that clearly delineate program and non-program responsibilities; time commitments for both will be defined in percentages. d. An organizational structure exists that clearly defines the relationship of the program to the VEPD and participating school districts. e. Effective linkages with other school and community agencies and institutions will be developed to further program objectives.

Special Concerns

Ohio's career education model calls upon career education programs to address several critical areas. Operational proposals must address the following special concerns:

a. Combating ***sex-role stereotyping and sex bias*** through appropriate inservice and staff development activities, instructional materials, career assessment and career information systems, and community involvement.

b. Insuring program-sponsored activities, services, and resources equitably address the career education needs of students in the following ***special populations:***

**Disadvantaged*
**Minority groups*
**Women*
**Limited English-speaking*
**Handicapped*
**Talented and gifted*

c. Developing effective ***linkages with guidance counselors*** at the Vocational Education Planning District (VEPD) and participating school district levels to promote on-going career guidance services for all students.

d. Initiating ***cooperative programs with job placement personnel*** employed by the VEPDs.

e. Providing participating district staff and students with information and inservice activities designed to increase their ***awareness of major societal trends***, especially the shift from an industrial economy to an advanced technology-information-service society.

Delivery System

The career education model -- including the four components and the seven developmental areas -- is based upon solid research and empirical evidence from the disciplines of economics, education, psychology, and sociology. Also, the model includes student-based objectives that are developmentally sequenced and related to the seven developmental areas. The ultimate goal of career education programs is to facilitate student growth in the seven developmental areas; the students outcomes are, in effect, the learner-based objectives for program proposals. Outcomes are categorized according to grade ranges (K-3, 4-6, 7-8, 9-10, and 11-12) and developmental areas.

If the student outcomes are the heart of the career education model, then local school district personnel are the keys to implementing educational programs that will insure students attain those learner objectives. Local district teachers, counselors, support personnel, and administrators integrate career education within the fabric of the district's curriculum. Career education is not a separate course, although many schools offer career-related mini-courses to supplement the curriculum.

Teacher/Counselor/Administrator roles in career education include the following possibilities:

- **Participation in career education-related awareness and inservice programs to learn basic career education concepts, methods of integrating career education concepts into the curriculum, and up-to-date career information.*
- **Implementation of career-related classroom activities.*
- **Delivery of career guidance services.*
- **Utilization of parents, other members of the community, and community resources in the educational process.*
- **Formal recognition of career education through philosophies, policies, and curricula.*

Career education programs are identifiable, on-going efforts operated by Vocational Education Planning Districts (VEPDs) on behalf of all elementary and secondary schools within that VEPD or consortium of VEPDs. The purpose of career education programs is to provide the leadership, services, and resources that will lead to attainment of career education's student outcomes by youth in grades K-12.

Basic funding for career education programs is appropriated by the Ohio General Assembly and programs are administered through the Career Development Service of the Ohio Department of Education, Division of Vocational and Career Education. Basic state funding is often supplemented by local resources (actual cash and/or in-kind) and other state and federal grants.